School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tracy High School	39-75499-393800	4/23/24	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-resourced student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of these students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All site goals are aligned to the following LCAP goals:
LCAP Goal #1 Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.
LCAP Goal #2 Safe and Equitable School Climate.

Additionally, the site has developed supplemental goals in the areas of Parental Engagement, Technology utilization, and WASC Action Plan goals. These specific activities and priorities within these supplemental goals are also aligned with District LCAP Goals #1 and #2.

Within the scope of LCAP and Federal and State programs, Tracy High School aims at providing an equitable educational learning environment to meet the needs of ALL students, including at-risk students such as EL's, Foster/Homeless Youth and economically disadvantaged students. In addition, the Tracy High School SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. Tracy High School will involve all stakeholders including but not limited to Students, Staff, Parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's current WASC plan.

It is also evident in Tracy Vision and Mission statements.
Tracy High Vision Statement
Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met, in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Tracy High Mission Statement
It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st Century skills.

Tracy High School has established WASC Action Plan goals that reflect a commitment to ongoing reflection and improvement in working towards our District LCAP goals and meeting the needs of all students. The 2023 - 2024 school year began a six-year WASC Accreditation culminated with a five-step action plan summarized below.
1. Increase attendance rates.
2. Improve academic achievement for lower performing sub-groups.
3. Improve A - G completion rates.
4. Increase opportunities for parental involvement and engagement.
5. Establish common practices and strategies across disciplines.

This plan, and site supported endeavors, are directed at making solid, tangible progress in the areas outlined above.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

1. Tracy High School believes in ongoing parent-student-staff input and feedback, to enhance student learning, student well being and safe learning environment for all staff and students. To monitor current school climate, we conduct surveys on annual basis, which provide information regarding student safety, student-staff relationship, and ways to improve parental involvement for overall academic enhancement. Stakeholder Survey Results
a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be an average of 75% or higher percentage of parents, staff and students responding Agree or Strongly Agree to survey questions regarding school climate, instructional issues, and parent relations:

School Climate Responses

THS Data

Group Number or Responses % Str Ag/Ag 2023 Met Goal (Y/N)
Parents 1116 89.07% Y
Staff – Cert. 210 79.05% Y
Students 7103 80.53% Y

b. School Safety Survey Results

There will be an average of 75% or higher percentage of parents, staff and students responding Agree or Strongly Agree to survey questions regarding school safety, instructional issues, and parent relations:

School Safety Responses

THS Data

Group Number or Responses % Str Ag/Ag 2022 Met Goal (Y/N)
Parents 637 91.21% Y
Staff – Cert. 92 75.00% Y
Students . 4122 83.70% Y

Parents, staff and students consider Tracy High School very safe in terms of school safety, and gave very positive feedback for school climate, instructional issues, and parent relations.

Tracy High School participated in the Healthy Kids Survey during the Winter of 2024. Over 640 students were surveyed on subjects including safety, academics, parental involvement, student connectedness, and substance abuse. Some highlights that have informed this school plan include:

(All results represent % respondents, in 9th grade and 11th grade respectively, that Agree or Strongly Agree)

- Feel connected to the school 9th-56%/11th-58%
- Have caring adult relationships 9th-49%/11th-57%
- Have 3 or more monthly absences 9th-19%/11th-21%
- Feel that parental involvement is promoted 9th-44%/11th-44%
- Students express feelings of Optimism and Life Satisfaction at far greater rates than emotional distress, chronic sadness/hopelessness, or thoughts of suicide.

Results of this survey were shared with staff during Staff meetings.

THS Principal conducted a Staff survey in December of 2023 to gather staff input on basic school functions. Individual teachers were encouraged to conduct surveys with their classes to gather student input regarding instruction and class operation.

THS surveyed 56 seniors to rank areas of need in order of importance. The results place Academics, Basic Skills Training, and Social-Emotional Support as the top three priorities for this group.

THS conducted a comprehensive needs assessment with its staff in the early winter of 2024. Results indicate several areas of focus for the future. Training and support for teachers and students in areas of technology use, pursuing efforts to reduce absenteeism, college/career planning, and parental involvement were common responses.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Administrative staff at Tracy High visit classrooms on a weekly basis following an organized schedule. Site administration has a self-imposed goal of visiting two classrooms each day. These classroom visits are informal in nature and typically consist of a 5-10 minute 'pop-in' visit in which the visitor casually observes the lesson and the associated student participation/progress. The majority of these visits are scored using a rubric provided by the Center for Model Schools (CMS) and these scores are entered into an online database for review and to inform professional development needs. This framework and associated rubrics are referred to as Rigor, Relevance, and Engagement (RRE) rubrics. The rubrics are cloud-based, through the Professional Learning Portal (PLP), and accessible by Site and District Administration. The informal observations continued and the emphasis on building relationships was highlighted. The rubric is a 4-point scale where 1 is Beginning, 2 is Emerging, 3 is Developed, and 4 is Well Developed. During the 2023 - 2024 school year, Assistant Principals and the Principal followed the schedule referenced above up to the time of writing this summary. Results from those visits are summarized below.

Total visits conducted = 324

Averages for the visits by strand within the Rigor Rubric are summarized below.

Thoughtful Work average = 2.38 (previous year = 2.44)
Higher-Level Questioning average = 2.43 (previous year = 2.26)
Academic Discussion = 2.36 (previous year = 2.11)

In addition to the RRE rubrics, THS has developed a condensed version of the software tool for recording data during classroom visits. This tool combines the CMS supplied rubrics and frameworks with site-based targets in such a way as to make data collection more flexible and gives an opportunity to provide more immediate, actionable feedback to our staff. The targets selected by THS allow for more focused feedback to our teachers. The targets are aimed at LCAP Goal #1: Closing the achievement gap. These targets, and other supplementary teaching techniques, directly support student achievement. The targets include an emphasis on ELA Claims of Reading, Writing, Listening, and Research/Inquiry as well as the use of AVID WICOR strategies in the classroom. Implementation of these techniques in the classroom is observed, charted, and shared with staff. To further support these endeavors, teachers and administrators from other schools have participated in this classroom visit and feedback cycle in an effort to build familiarity and understanding. This work will continue into the coming school year. THS invites teacher to accompany administrators during these informal visits to build understanding and capacity. Our goal for next school year will be 20 or more of our teachers will have gone through this cycle at least one time.

THS is fully immersed in the TUSD STEM program curriculum. A portion of this work involves informal observations of teachers from STEM classes (science and math). The same rubrics are used to score these walkthroughs as are used in our everyday informal walkthroughs.

Formal staff observation and evaluation occurs on a regular basis according to contract. Permanent status teachers are evaluated every 2-years, or 5-years based on years of service and other factors, using the California Standards for the Teaching Profession (CSTP). Probationary staff members are evaluated every year using the same standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Tracy High School (THS) administration and staff review and analyze results from various assessments throughout the school year. Examples include ELA, Math, and Science scores as part of the CAASPP test suite. ELPAC scores to monitor progress of our EL students. Local assessments are used at the level of site, department, and classroom depending upon the assessment used and/or its purpose. Examples of these local assessments include online results from DNA illuminate and Fastbridge. Results from these assessments are used for monitoring unit benchmarks and overall progress in ELA or Math respectively. Results from these assessments are used to modify instruction and to chart progress. These assessments measure how well students are performing in relation to state adopted content standards or specific learning targets set by the teacher. The aggregate scores help to determine students' progress towards college and career readiness.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

THS teaching staff monitors student progress on a daily basis using formative and summative assessments, checking for understanding, quizzes, class room assessments and periodic benchmark assessments. Teachers are provided with release time during ERM time to work collaboratively on creating and/or analyzing assessments. Decisions regarding the next steps for instructions and program interventions are decided. Additionally, PLC time is used to develop and analyze the results from Common Formative Assessments as a means of evaluating student performance and progress.

THS also uses an assessment suite called FastBridge Assessments. THS students were given assessments in Reading, Math, and Mental Health Awareness 2 times this year. This data will be tabulated and shared with staff to identify trends, needs, and to help us develop needed intervention strategies in the coming years.

In the 2023-2024 school year, THS has begun to develop focused curriculum maps in all subject areas. This is an attempt to consolidate planning and to articulate assessments with district adopted standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

TUSD requires new teachers to participate in Tracy Teachers Induction Program involving 6 full days of pre-service and 4 days of follow up during the year. These new teachers receive training on classroom management, content organization, and lesson design based on CSTPs. Teachers are additionally supported throughout the year by a staff development TOSA's. New teachers who qualify are assigned to an induction mentor who works through the modules of Individualized Learning Plans with these teachers.

Every Monday, students are released at 2:18 pm, so that teachers can engage in professional development activities. These happen on an ongoing basis, so teachers have the opportunity for site professional development, district professional development activities, and department collaboration time.

On special occasions, professional development is also provided on needs basis especially as TUSD continues to expand the inclusion model in ELA and Math for Special Education students and continues to implement STEM units in math and science.

Special teacher needs are met by allowing teachers to attend special workshops/conferences. A system is also in place to meet the needs of veteran teachers via the Peer Assistance Review program.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

THS has 84 fully credentialed teachers and 6 interns who are working towards their full credential. No teacher is teaching outside their subject of competence. State based educational material is aligned to the state adopted standards and professional development activities are geared at meeting teacher needs so they are able to use the instructional material to maximize learning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district analyze the summative data (both local and state) and disaggregates student performance data, to ascertain which area is in need of greater professional development. Staff development opportunities are aligned so as to meet the curricular needs for content standards in the identified area/subjects (with special reference to ELA, Math and Science). Site Professional Development is targeted at methods of developing a direct correlation between classroom instruction, adopted State Standards, and Site/District goals. More specific focus in provided through the use of focused Lesson Study's in Mathematics. THS has begun a process of standards-alignment and curriculum mapping in an effort to address student and staff needs as well as our WASC action plan.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

TUSD implements a mentor program, in all content areas and these experts and instructional coaches visit sites on a regular basis, to offer support and instructional assistance. Other avenues of instructional assistance are provided by our Model Schools partners, AVID Site Team Professional development, District Program Managers, and EL-specific instructional techniques.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Monday, students are released at 2:18 pm to allow teachers to participate in professional development activities, some of which are also collaborative in nature. Teachers collaborate by departments and/or subjects within the department. Teachers discuss strategies that work and analyze data from local assessments. Any modifications to summative or formative assessments are also discussed at this time.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students have access to District adopted, standards-based materials.

Teachers use pacing guides when delivering instructions. All curriculum, Instructions and instructional material (textbooks, projects etc.) are aligned to state content and performance standards in each content area to maximize academic performance and achievement. For Students with disabilities, those grade level content standards are used that reflect the student's true abilities, as is evident through individual student's IEP. All students with special needs have access to assigned textbooks and instructional materials.
.
Units of Study have been developed in ELA and Math. These units are sequenced in the pacing guides. Regular assessments, using local assessment software, are conducted and tabulated for reflection and modification.

Textbook selection committee receives ongoing training related to content standards before an adoption cycle begins. Extensive review and piloting culminate in a vote by the committee to recommend a text to the district curriculum council. Thorough review and recommendation by the site administrators ultimately send the recommendations to the school board for final adoption.

The text content fits within the curricular framework adopted by California State Board of Education. TUSD chose its most recently adopted textbooks in science (NGSS aligned) and also Modern Language. Math text adoptions will begin next year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The text content fits within the curricular framework adopted by California State Board of Education.
Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The text content fits within the curricular framework adopted by California State Board of Education.
Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have access to District adopted standards-based materials. All students are provided with a digital device (laptop) to be used as an instructional tool.

In core classes, teachers provide small group activities, and work closely with Special Education Paras. EL paras & coordinator to provide support especially to under-performing students. Teachers use evidence-based practices and reflections on an ongoing basis. Mental Health and Parent Liaison are also available.

ELA classes have continued to use an inclusive 'push-in' model where Special Education students and a Special Education partner teacher are joined with our College Prep English classes and Math classes.

Before school and after school tutoring services are offered through a program referred to as Learning Labs. Students can pop-in for one-on-one help with a teacher or with other students present.

Free online tutoring is available through online service at https://library.ca.gov/services/to-libraries/online-tutoring/

Evidence-based educational practices to raise student achievement

1) Ongoing data analysis and use of instructional practices to enhance educational performance/achievement among and across departments.
2) Weekly classroom visits by administrators and some teachers. These visits, and all instructional practices, are aligned with the Rigor, Relevance, and Engagement rubrics provided by the Center for Model Schools (CMS).
3) After-school office hours, for students needing help, especially in the areas of ELA, Math, Foreign Language, and Science.
4) Students can recover credits through the Edgenuity software program-- during school time or through other online/in-person programs that are external to TUSD.
5) Students with disabilities also have a special pull-out program for extra support. This is called Academic Support.
6) Through PLC's there are ongoing collaborative conversations with staff to reflect on student needs and methods to help them.
7} AVID professional development and WICOR strategies are utilized.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site's monetary resources are in sync with District LCAP report and as enumerated on Site's SARC report.
Parental involvement is mostly seen in the following areas.
Workshops for Parents including grade level meetings with School Counselors and Financial aid nights.
Cafecito for Spanish speaking parents- monthly
College Bound
Many Booster Clubs for extracurricular activities (Band booster and the like)
AVID Program
Opportunities to serve on English Learner Advisory Committee (ELAC) and/or School Site Council (SSC)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At THS, Parents are involved in providing input via the SSC, ELAC committee, WASC Parent Group, and The Scoop. They also are a broader part of TUSD's Anti-Bullying and Diversity and Equity Committee's.
Classroom teachers and other staff analyze the data and provide interventions and a safe learning environment for all students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding for 0.4 FTE periods of release for the EL coordinator, a 6-hour para position and a 0.2 FTE AVID coordinator are provided by restricted funds.

Fiscal support (EPC)

LCFF and LCFF supplemental

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Introduction:
Tracy High School staff utilized meetings and input structures such as surveys and needs assessments in consultation with all learning partner groups including parents, students, school personnel, and management in the development of our 2023-24 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and learning partners.

Tracy High School also used electronic surveys to ensure that the learning partner engagement process was inclusive. Surveys asked questions pertaining to student performance, actions, safety, services, and programs. School staff collected over 5000 responses when considering all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:
Each session began with a presentation of the role and purpose of the WASC Self-Study Process for Accreditation and the Single Plan for Student Achievement. In addition, information was included as to how funding is linked to the LCAP, the use of accountability measures, and the current goals and actions. Local benchmark/common assessments, grade data, and state test data were reviewed and highlights from this data were discussed. Participants were then asked reflective and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected and gathered as hard copy evidence/electronically.

Data collection process:
Data from all partner engagement meetings was collected. All data was documented and included with the information from various stakeholder groups. The School Site Council, a group of staff, parents, students, and administrators from the school site, met to review the data and the initial themes that emerged. The school's Leadership/Department Chair Team also met to review and discuss the data and initial themes.

Prioritization and ranking of the data collected:
The meeting information was shared with School Site Council for review and adoption.

The following is a detail of the meeting dates held with each educational partner group.

8/21/23 - Staff Meeting to review progress and to make plans for meeting goals (site/department)
9/18/23- Staff Meeting to introduce PLC goals
10/30/23 - Staff Meeting and Department meeting to review progress on goals
12/4/23 - Staff meeting
1/8/24 - Staff meeting to discuss 2nd semester revisions and updates.
3/4/24 - Staff meeting in preparation for SBAC
4/29 and 5/20 upcoming staff meetings to be used for data review in preparation for next year..

Department Chair meetings
8/15/23, 9/11/23,10/24/23, 11/27/23, 1/22/24, 2/26/24, 3/18/24, 4/22/24, 5/13/24

Parent Conference and Back to School Night
8/23/23, 10/21/23

School Site Council meetings
9/12/23, 10/17/23, 11/14/23, 2/13/24, 3/12/24. 4/16/24(upcoming), 5/21/24(upcoming)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

1) Non availability of before and after school transportation for students who need tutoring or credit recovery. (zero and/or seventh periods).
2) Unavailability of credit acceleration opportunities is limited. Summer Bridge program is the only acceleration opportunity beyond paying for classes through options from outside TUSD.
3) Not all families can afford credit recovery units offered outside of TUSD.
4) Declining enrollment has led to a reduced number of course offerings. This leads to fewer choices for remediation that disproportionately affects our lower performing sub-groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.67%	0.57%	10	12	10
African American	5.0%	4.60%	3.79%	95	83	67
Asian	9.9%	10.48%	10.58%	188	189	187
Filipino	4.5%	4.16%	4.64%	86	75	82
Hispanic/Latino	48.3%	50.64%	53%	914	913	937
Pacific Islander	0.5%	0.61%	0.62%	9	11	11
White	27.3%	24.46%	21.95%	517	441	388
Multiple/No Response	4.0%	4.38%	4.86%	75	79	86
			Total Enrollment	1,894	1,803	1768

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	486	421	451
Grade 10	517	464	409
Grade 11	465	487	447
Grade 12	426	431	461
Total Enrollment	1,894	1,803	1,768

Conclusions based on this data:

1. Tracy High School has seen a downward trend in enrollment numbers over the three years reported. Enrollment numbers for the 22-23 School Year showed a continuation of this decline. A continuing downward trend will adversely affect course offerings and staffing in the future.
2. The African American, Asian, and Filipino sub-groups have shown no consistent trend in percent of students over the 3-year span reported.
3. The Hispanic sub-group has risen slightly while the White sub-group has declined by a similar amount. This trend has continued into the 23-24 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	280	306	309	14.8%	17.0%	17.5%
Fluent English Proficient (FEP)	450	444	462	23.8%	24.6%	26.1%
Reclassified Fluent English Proficient (RFEP)	35	394	418	12.5%	21.9%	23.6%

Conclusions based on this data:

1. Enrollment of English Learners has increased from 14.8% of the total enrolment in 20-21 to 17.5% in 22-23.
2. From 20-21 to 22-23 the percentage of students being reclassified has roughly doubled.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	445	465	434	367	447	430	367	447	430	82.5	96.1	99.1
All Grades	445	465	434	367	447	430	367	447	430	82.5	96.1	99.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2613.	2589.	2576.	28.61	20.58	16.74	35.69	35.35	35.58	21.25	23.49	24.19	14.44	20.58	23.49
All Grades	N/A	N/A	N/A	28.61	20.58	16.74	35.69	35.35	35.58	21.25	23.49	24.19	14.44	20.58	23.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	28.34	22.60	18.84	57.77	61.07	62.56	13.90	16.33	18.60
All Grades	28.34	22.60	18.84	57.77	61.07	62.56	13.90	16.33	18.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.25	23.37	18.84	50.95	53.71	55.12	18.80	22.92	26.05
All Grades	30.25	23.37	18.84	50.95	53.71	55.12	18.80	22.92	26.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.99	12.53	11.86	74.66	76.51	74.88	10.35	10.96	13.26
All Grades	14.99	12.53	11.86	74.66	76.51	74.88	10.35	10.96	13.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.34	18.57	19.30	59.13	66.44	66.98	9.54	14.99	13.72
All Grades	31.34	18.57	19.30	59.13	66.44	66.98	9.54	14.99	13.72

Conclusions based on this data:

1. Testing of students returned to pre-pandemic levels with over 99.1% of eligible students testing.
2. The percent of tested students that met or exceeded standards in ELA decreased from 55.93% to 52.32%.
3. Performance in ELA claims show decreases in Reading, Writing, Listening, and Inquiry decreasing by 5%, 7%, 2.5%, and 13% respectively.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	445	462	429	362	451	425	361	451	425	81.3	97.6	99.1
All Grades	445	462	429	362	451	425	361	451	425	81.3	97.6	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2570.	2531.	2509.	14.40	6.87	5.41	17.45	14.86	11.53	25.48	22.84	19.76	42.66	55.43	63.29
All Grades	N/A	N/A	N/A	14.40	6.87	5.41	17.45	14.86	11.53	25.48	22.84	19.76	42.66	55.43	63.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.17	7.98	8.71	41.27	41.91	28.24	41.55	50.11	63.06
All Grades	17.17	7.98	8.71	41.27	41.91	28.24	41.55	50.11	63.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.90	8.43	7.76	63.43	62.31	52.94	19.67	29.27	39.29
All Grades	16.90	8.43	7.76	63.43	62.31	52.94	19.67	29.27	39.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.85	8.20	6.59	65.37	65.41	56.24	20.78	26.39	37.18
All Grades	13.85	8.20	6.59	65.37	65.41	56.24	20.78	26.39	37.18

Conclusions based on this data:

1. The participation rate for 21-22 was 99.1% in Math. This represents an increase of 2% over the previous year.

2. The percent of tested students that met or exceeded standards in Math decreased from 21.73% in 21-22 to 16.94% in 22-23.

3. The percentage of tested students performing Below Standard in all three Math claims increased from 21-22 to 22-23. Problem Solving & Modeling/Data Analysis showed the largest increase from 29.27% to 39.29%.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.16	24.56	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. School CAST scores (% met or exceeded standard) have increased very slightly from 21-22 to 22-23.
2. District wide CAST score trend mirrors the site trend very closely.
3. Site CAST scores are slightly higher than the District average but trail the State average by 5.73% in 22-23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1536.5	1545.5	1553.7	1523.5	1542.8	1557.2	1549.0	1547.7	1549.6	89	85	75
10	1537.3	1550.0	1571.2	1524.5	1548.9	1577.1	1549.6	1550.7	1564.7	70	88	73
11	1533.4	1544.2	1558.2	1522.6	1536.1	1552.7	1543.7	1551.8	1563.2	40	59	79
12	*	1545.5	1546.3	*	1538.4	1548.5	*	1552.1	1543.6	7	37	52
All Grades										206	269	279

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.24	14.12	20.27	32.58	43.53	39.19	35.96	27.06	24.32	20.22	15.29	16.22	89	85	74
10	12.86	21.59	30.14	28.57	36.36	43.84	38.57	25.00	12.33	20.00	17.05	13.70	70	88	73
11	10.00	11.86	12.66	32.50	30.51	44.30	35.00	38.98	21.52	22.50	18.64	21.52	40	59	79
12	*	2.70	5.77	*	40.54	42.31	*	43.24	34.62	*	13.51	17.31	*	37	52
All Grades	11.17	14.50	17.99	30.10	37.92	42.45	36.41	31.23	22.30	22.33	16.36	17.27	206	269	278

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	19.10	31.76	36.49	41.57	38.82	29.73	24.72	17.65	18.92	14.61	11.76	14.86	89	85	74
10	24.29	31.82	53.42	27.14	43.18	24.66	30.00	11.36	12.33	18.57	13.64	9.59	70	88	73
11	22.50	25.42	40.51	45.00	42.37	30.38	20.00	16.95	11.39	12.50	15.25	17.72	40	59	79
12	*	16.22	25.00	*	59.46	40.38	*	18.92	25.00	*	5.41	9.62	*	37	52
All Grades	20.87	28.25	39.93	36.41	43.87	30.58	24.76	15.61	16.19	17.96	12.27	13.31	206	269	278

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.74	5.88	4.05	24.72	20.00	29.73	41.57	49.41	37.84	26.97	24.71	28.38	89	85	74
10	10.00	9.09	13.70	18.57	15.91	27.40	44.29	50.00	36.99	27.14	25.00	21.92	70	88	73
11	2.50	3.39	3.80	15.00	15.25	27.85	55.00	45.76	35.44	27.50	35.59	32.91	40	59	79
12	*	5.41	3.85	*	13.51	11.54	*	48.65	44.23	*	32.43	40.38	*	37	52
All Grades	6.80	6.32	6.47	19.90	16.73	25.18	44.17	48.70	38.13	29.13	28.25	30.22	206	269	278

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.11	3.53	16.22	73.03	80.00	66.22	16.85	16.47	17.57	89	85	74
10	10.00	1.14	10.96	71.43	81.82	75.34	18.57	17.05	13.70	70	88	73
11	2.50	1.69	2.53	72.50	71.19	74.68	25.00	27.12	22.78	40	59	79
12	*	2.70	1.92	*	70.27	61.54	*	27.03	36.54	*	37	52
All Grades	8.25	2.23	8.27	70.39	77.32	70.14	21.36	20.45	21.58	206	269	278

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	50.56	74.12	74.32	33.71	14.12	12.16	15.73	11.76	13.51	89	85	74
10	48.57	75.86	79.45	30.00	11.49	10.96	21.43	12.64	9.59	70	87	73
11	55.00	66.10	70.89	35.00	20.34	13.92	10.00	13.56	15.19	40	59	79
12	*	75.68	74.51	*	18.92	19.61	*	5.41	5.88	*	37	51
All Grades	49.51	73.13	74.73	32.04	15.30	13.72	18.45	11.57	11.55	206	268	277

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.36	10.59	16.22	55.06	51.76	48.65	32.58	37.65	35.14	89	85	74
10	17.14	13.64	20.55	50.00	47.73	57.53	32.86	38.64	21.92	70	88	73
11	5.00	10.17	10.13	57.50	45.76	50.63	37.50	44.07	39.24	40	59	79
12	*	5.41	7.69	*	54.05	36.54	*	40.54	55.77	*	37	52
All Grades	12.14	10.78	14.03	52.43	49.44	49.28	35.44	39.78	36.69	206	269	278

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	3.53	1.35	78.65	75.29	77.03	21.35	21.18	21.62	89	85	74
10	1.43	4.55	0.00	77.14	72.73	87.67	21.43	22.73	12.33	70	88	73
11	12.50	10.17	7.59	75.00	64.41	72.15	12.50	25.42	20.25	40	59	79
12	*	13.51	7.69	*	64.86	69.23	*	21.62	23.08	*	37	52
All Grades	2.91	6.69	3.96	75.24	70.63	76.98	21.84	22.68	19.06	206	269	278

Conclusions based on this data:

1. When comparing Mean Scale scores from 21-22 to 22-23, all grades showed an increase of 10 points.
2. ELPAC Summative Assessment Mean Scale Scores changed from 21-22 to 22-23 as follows; Grade 9 from 1546 to 1554, Grade 10 from 1550 to 1571, Grade 11 from 1544 to 1558.
3. Year-to year scores in subcategories are extremely variable.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1768	**44.3**	**17.5**	**0.3**
Total Number of Students enrolled in Tracy High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	309	17.5
Foster Youth	5	0.3
Homeless	62	3.5
Socioeconomically Disadvantaged	784	44.3
Students with Disabilities	193	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	67	3.8
American Indian	10	0.6
Asian	187	10.6
Filipino	82	4.6
Hispanic	937	53
Two or More Races	86	4.9
Pacific Islander	11	0.6
White	388	21.9

Conclusions based on this data:

1. Hispanic (53%) and White (21.9%) are the two largest ethnicity groups on campus.

2. English Learners (17.5%) and students with disabilities (10.9%) make up a significant percentage of the population at Tracy High School.

3. 44.3% of the student population is classified as Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Orange	**Suspension Rate**  Orange
Mathematics  Orange	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Green		
College/Career Medium		

Conclusions based on this data:

1. Comparing overall CAASPP scores to the previous year shows a decrease for all sub-groups in ELA, Math, and Science. (All data taken from CA Dashboard)
2. Overall graduation declined from 90% to 89%. A positive sign is the graduation rate of EL students rose 6% to 78.2%.
3. The suspension rate (percent suspended at least one day) has increased from 4.3% to 7.2%.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
0.3 points below standard	76.2 points below standard	0 Students
Decreased -7.5 points	Increased Significantly +16.2 points	
412 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
93.8 points below standard	 Yellow	 Orange
Increased Significantly +17.7 points	27.6 points below standard	90.1 points below standard
18 Students	Increased +5 points	Increased Significantly +23.8 points
	179 Students	39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
10.1 points above standard			42.5 points above standard
Decreased -12.3 points	No Performance Color	Green	Increased Significantly +17.7 points
19 Students	0 Students	39.9 points above standard	20 Students
		Decreased -10.4 points	
		36 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	37.8 points above standard	Less than 11 Students	
Orange	Increased +11.7 points	1 Student	Yellow
23.9 points below standard	16 Students		20 points above standard
Maintained -2.1 points			Decreased Significantly -15.1 points
219 Students			101 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.2 points below standard	5.1 points above standard	17.4 points above standard
Increased Significantly +23.6 points	Increased Significantly +19.9 points	Decreased -6.8 points
65 Students	32 Students	228 Students

Conclusions based on this data:

1. EL students increased significantly in ELA performance.
2. Of greatest concern are Students with Disabilities subgroup. This subgroup of students are nearly 90.1 points below standard in ELA.
3. Reclassified students (RFEP), show a much higher performance level when compared to EL and LTEL students.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
113.4 points below standard	186 points below standard	0 Students
Decreased Significantly -18.1 points	Decreased -8.1 points	
407 Students	95 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
181.6 points below standard	 Red	 Orange
Increased Significantly +40.7 points	150.1 points below standard	205.9 points below standard
17 Students	Decreased -13.8 points	Increased +14.1 points
	174 Students	39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
139.7 points below standard			33.6 points below standard
Decreased Significantly -42.2 points	No Performance Color	Yellow	Increased Significantly +40.1 points
19 Students	0 Students	53 points below standard	20 Students
		Decreased Significantly -43.3 points	
		36 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	35 points below standard	Less than 11 Students	
Red	Increased Significantly +25.2 points	1 Student	Orange
141.5 points below standard	15 Students		97.6 points below standard
Decreased Significantly -17.5 points			Decreased -3.9 points
216 Students			100 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
217.2 points below standard	124.7 points below standard	93.4 points below standard
Maintained +2.9 points	Decreased -14.6 points	Decreased -7.9 points
63 Students	32 Students	226 Students

Conclusions based on this data:

1. Overall, THS is 113.4 points below standard. An increase of 18 points over last year.
2. The Asian subgroup is performing at 53 points below standard while all other ethnic subgroups are performing significantly below standard.
3. At risk students are performing at levels far lower than their counterparts. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are performing 186, 150.1, and 205.9 points below standard respectively.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
52.4 points above standard making progress towards English language proficiency
Number of EL Students: 250 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
42	77	15	116

Conclusions based on this data:

1. 52.4% of English Learners at THS have maintained or improved at least one ELPI level.
2. THS has been ranked in the GREEN category for EL Progress with students performing at 52.4 points above standard.
3. Of concern is that 16.8% of EL students have decreased one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	2	2	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
37 Prepared	7 Prepared	0 Students
479 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
17.4 Prepared	25.1 Prepared	3.8 Prepared
23 Students	243 Students	52 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
21.1 Prepared	Less than 11 Students	58.2 Prepared	50 Prepared
19 Students	1 Student	55 Students	28 Students

Hispanic	Two or More Races	Pacific Islander	White
26.6 Prepared	44.1 Prepared	Less than 11 Students	47.2 Prepared
233 Students	34 Students	3 Students	106 Students

Conclusions based on this data:

1. There is room for growth with 37% of the senior class being College/Career ready by this indicator.
2. The Asian subgroup shows the highest level of readiness at 58.2%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data is available for 2023-2024

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	2	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Yellow	 No Performance Color
89% graduated	78.2% graduated	0 Students
Decreased -1	Increased Significantly 6	
482 Students	87 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
78.3% graduated	 Yellow	 Green
Increased 4.3	84.1% graduated	84.9% graduated
23 Students	Maintained 0.8	Increased Significantly 13.8
	246 Students	53 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
80% graduated	Less than 11 Students		96.4% graduated
Decreased Significantly -15.2	1 Student	Yellow	Decreased -3.6
20 Students		92.7% graduated	28 Students
		Decreased -1.5	
		55 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	85.3% graduated	Less than 11 Students	
Green	Decreased Significantly -14.7	3 Students	Blue
86% graduated	34 Students		96.2% graduated
Increased 2.4			Increased 2.6
235 Students			106 Students

Conclusions based on this data:

1. THS Graduation rate was 89.0% in 2022-2023.
2. The two largest subgroups, Hispanic and White students, both showed an increase in graduation rate.
3. Students with Disabilities showed a 13.7% increase in graduation rate compared to the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
7.2% suspended at least one day	15.2% suspended at least one day	5 Students
Increased 2.9	Increased Significantly 6.7	
1882 Students	363 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Red
13.6% suspended at least one day	11.5% suspended at least one day	19.4% suspended at least one day
Increased 7.8	Increased Significantly 5.6	Increased Significantly 13
88 Students	884 Students	217 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	9.1% suspended at least one day	 Orange	 Orange
15.4% suspended at least one day	Increased 9.1	3.1% suspended at least one day	3.6% suspended at least one day
Increased 8.9	11 Students	Increased 0.6	Increased 1.1
78 Students		194 Students	84 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Orange	0% suspended at least one day	 Orange
9.1% suspended at least one day	5.6% suspended at least one day	Maintained 0	4% suspended at least one day
Increased Significantly 3.9	Increased 3.2	12 Students	Increased 0.3
1011 Students	89 Students		403 Students

Conclusions based on this data:

1. 7.2% of THS students were suspended for at least one day.
2. African American Students suspensions rates were 15.4%. Homeless students' suspension rates were 13.6%. Socioeconomically Disadvantaged were 11.5%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered support.

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups.

Identified Need

Create a collaborative team of highly engaged staff that supports the academic, social and emotional success of all students for college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Annual SBAC ELA and Math results. B. Semester course grades: D and F list. C. Chronic absentee data. D. Quarterly, Semester, and annual suspension data. E. College and Career Readiness data: a-g completion, CTE completion rates, Seal of Biliteracy data F. Stakeholder Survey data . G Formative and Summative assessment data. H. Instructional Rounds Feedback via PLP and site-specific feedback. I. Fastbridge Assessments in Math and Reading at all grade levels.	A. 2023, the most recent data available, SBAC ELA & Math data: 52.33% of students overall met or exceeded ELA standards; 16.94% of students overall met or exceeded Math standards. B. First semester D and F grade data comparing the 22-23 and 23 -24 school years was collected and shared with site staff and District Administration. 1st Semester 22-23, the percentage of students that received a D was 8.8% and the percentage of students that received an F was 8.7%. 1st Semester 23-24, the percentage of students that received a D was % and the percentage of students that received an F was %. C. Attendance data was monitored by Assistant Principals and regular Pre-SARB meetings were held with	1. a) Increase overall SBAC ELA score by 3% points and overall SBAC Math score by 3% points based on improvements with student subgroups.. b) Annual data specific to grade level cohort. Use data to measure improvement or decline in addressing subgroup achievement gaps 2. Share letter grade data with content specific teachers so that staff can analyze the percentage of D's and F's from achievement gap subgroups compared to total student population to establish baseline data. 3 Will maintain or improve Chronic Absenteeism Rate for Hispanic and African American students and will improve Chronic Absenteeism Rate for students of 2 or more races to equal or less than the overall rate for all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
J. Student involvement in school activities as measured by 5-Star Students. K. Teacher feedback regarding STEM unit implementation and CAST results.	families in an effort to reduce Chronic absenteeism. For the 22-23 school year the school had an over all 92.6% attendance rate. The 23-24 school year had a similar percentage at 94.5%. D. Most recent data (2023 CA Dashboard) shows that the school saw an increase (2.9%) in suspension rates from the previous year in 2022. African American Students suspension rates increased 8.9%. Homeless students suspension increased 7.8%. Socioeconomically Disadvantaged increased 5.6%. English Learners increased 6.7%. E. The A-G completion rate stayed relatively the same, approximately 40%. F. The English and Math teachers continued to assess students using standards-aligned RCD units. Data was uploaded and shared during site PLC's and at District level meetings. G. Baseline data was collected (3 times 23-24 SY) in English and Math performance using the FastBridge assessment suite. This data will continue to be expanded every year. It will be used as a formative assessment tool for these core subjects. Data will be used to identify remediation needs and will serve as an indicator for tier-1 and tier-2 interventions. H. Continue with at least 30% teacher observation on a	4. a) Continue to focus on lowering the suspension rate for all students. Utilize Coordination of Service Team C.O.S.T. to identify students who are at-risk of suspension to provide with appropriate interventions. b) Develop new programs/strategies to address minor discipline issues on site. These include utilizing the additional counseling position to expand mental health services for students. 5. Improve by 3% points (relative to last most recent data) for noted subgroups/overall, in College and Career Readiness on the 2024 update of the California School Dashboard. 6. Analysis of 2023-24 Stakeholder Survey results to show a 1% increase in all stakeholder categories. 7. Increase in weekly instructional rounds by 1% of the districts' expected 30% and at least 10% of the feedback to be communicated on PLP. Development of site-specific feedback tool to be started. 8. The 5-star program has been fully implemented schoolwide in 2023-24. The development and application of its use has satisfied a large need of the school. 9. 100% of eligible teachers will implement district adopted STEM units. One unit during first semester and one in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	weekly basis, and input on / feedback via PLP and site specific forms. J. 5-star has been integrated into school activities. It is used to register, track, incentivize, and expand student activities at THS. K. STEM units are being implemented and results for 2023-24 are accumulating. 100% of eligible teachers have implemented STEM units. Elements of Rigor rubric to be practiced, reviewed, and refined.	second semester. Science achievement data as measure by CAST scores will increase, year- over-year, by 3 percent when comparing the 2022-23 to 2023-24 school year. 10. Scores collected through informal walkthroughs will show an increase in average score within RRR rubrics in 24-25

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All staff to actively implement and focus on RRR-Rigor, Relevance, Engagement framework, to build a common language across all content areas that empowers the staff to improve learning for every student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff will review, analyze, and discuss quarterly D and F lists in their content area(s) to identify achievement gaps, instructional needs, and possible interventions. Use of the D and F list will be used during departmental PLC time. The Special Education Department will focus on the D and F list to best understand needed supports for students within the inclusion model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All departments will engage in regular Staff / Department data sharing meeting (Formative assessment Data) with reference to departmental goals, site goals, and LCAP goals. Administration will work with departments to provide requested data in desired format and will facilitate data discussions with protocols and arrange attendance from additional district colleagues as needed. Each department will continue to develop organized, standards-aligned, unit plans in the form of curriculum maps and/or scope and sequence documents. These will form the framework upon which the PLC process will be built.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff will participate to work in department based groups to monitor progress on WASC Action plan. Timesheets and planning time will be provided for coordinator to consolidate this work. Begin to develop the framework for the 2025-2026 mid-cycle visit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expenses related to graduation, student achievement and awards, entrance fees for various competitions (Mock Trial, AcaDec, Science Olympiad, etc.) and instructional support materials for students for use when preparing for said competitions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6350	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Continue to expand implementation of inclusive Special Education model with push-in support from resource teachers and instructional aides. Increase collaborative work between core content area departments and the Special Education department in order to identify student needs and opportunities for further instruction, growth, and/or accommodations as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to use the Fastbridge suite of assessments to identify trends/needs in the areas of Math, Reading, and mental health awareness. Assessments will be given multiple times a year on a schedule determined by the office of Continuous Improvement. Staff will analyze the resulting data and brainstorm intervention strategies on the class, department, and site levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Assistant Principal(s) will review weekly, monthly and/or quarterly attendance reports and meet with students noted as being chronically absent throughout the year based on 10% absence at any time of year causing the student to be chronically absent. Assistant Principals will work with students and their families to ensure and address any possible barriers to student attendance, including possibly referral of students and families to the School Attendance Review Board (SARB).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD) and at-risk students

Strategy/Activity

Support the THS Bridge Program for the identified incoming 9th grade students. Working in conjunction with AVID program, and with a follow up in the 10th grade, to provide curriculum around career exploration, educational planning and creating a 4 Year plan for each student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - General office/equipment supplies, replacement, and maintenance costs. Department allocations and classroom supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
125530	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Assistant Principals to take over administrative responsibility of 504 Plans to improve communication and educational benefits. Implementation/Adaptation of BeyondSST.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Schoolwide program

Strategy/Activity

Funding for additional subs, timesheets, and instructional materials to support academic instruction and the development/refinement of Performance Tasks or Computational Artifacts to support site instructional goals including the WASC Action Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF
5000	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD students

Strategy/Activity

Support students who are ELD close the achievement gap:

Salaries, coordinator (0.4 FTE) and 1 Para Ed Position (6-hour) to support students in EL classes.
Additional Hours as needed for EL Coordinator to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal.
Additional Hours as needed for EL Para's to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal.
Planners for ELD Students to support student success.
Conferences and Training for Teachers to Meet the needs of EL students.
EL Field Trips when available.
Provide students with outside workshops/training and support relating to college awareness and improving student achievement.
Review identification and re-designation procedures to ensure all students are receiving eligible services as needed.
Before school, lunch time, and after school lab available for homework assistance
Instructional support materials.
Technology replacement as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
155566	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Application Based, SES (AVID)

Strategy/Activity

Support students with courses to support college and care readiness:
AVID teacher sub coverage for collaboration

AVID Supplies
AVID Subscription
AVID Tutors & Student Helpers
AVID Summer Institute
AVID Membership
AVID Copies
AVID College Visits/field trips to support student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24130	LCFF
8000	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

.All Students

Strategy/Activity

Utilize site ERM time to train, review, and refine instructional practices that support Engagement (as defined by RRE frameworks) in the classroom, specifically in STEM classrooms. ILT and Administrative team will support this endeavor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special emphasis on at-risk students.

Strategy/Activity

Fund 0.5 FTE Parent Liaison position at THS to serve the needs of Foster/Homeless/EL students and to assist with general school functions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33017	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Funding to support school extracurricular events including assemblies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Improve articulation of instruction and assessments and unit design through funding for timesheets and/or subs to allow teachers to develop and refine curriculum maps, scope and sequence documents, and align standards on assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF
4000	Title I

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Class activities and field trips to support instructional/educational goals and student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF
20000	Title I

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Professional development and training to support academic outcomes for at-risk and/or EL students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF
25000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1) THS has continued to use the ICLE Rigor, Relevance, and Engagement Rubrics to guide instructional processes in our classrooms. Administrators conducted over 300 classroom visits in 23-24 to give teachers feedback on their instructional practices in relation to the rubrics.
2) D and F lists were shared with staff after first semester. Ideas and strategies were discussed amongst departments. Teachers have adjusted due date requirements in an effort to assist students in reacclimating to a full-time schedule.
3) PLC work and department meetings were held on site ERM days per district calendar. PLC work facilitated the creation of Focused Curriculum Maps for 23-24.
4) THS is in the first year of a six-year accreditation. We will begin preparatory work on our mid-cycle report and visit in the Spring of 2026.

5) Work has begun on articulating content standards with assessments in ALL disciplines including those that are traditionally electives.
6) THS has supported Special Education teachers that work as support teachers in the push-in inclusion model. English and Math (Algebra) classes are available this year with these teachers present.
7) FastBridge Assessments were administered three times in 23-24. Efforts to utilize this data in an efficient, effective manner are ongoing.
8) SARB process has proceeded as planned. Assistant Principal's met with students through the Pre-SARB process as part of a District approved SARB process. 75 students progressed through level 2 of the process. Site also conducted 5 home visits due to attendance.
9) 31 students completed the Summer Bridge program in June of 2023. These students have received tutoring/Homework help on Fridays throughout this school year.
10) Departments received allocated funds for supplies.
11) THS hosted a College and Career Fair in October 2023. Hundreds of students were able to speak to local universities and employers.
12) IEP and 504 meetings were carried out as required.
13) Support for comprehensive educational opportunities was granted as needed.
14) Administration worked closely with EL coordinator to implement and support policies for serving our EL population. ELD teachers assisted with administering the ELPAC this year which reduced the strain on the program.
15) AVID program continues to support students at THS. AVID teachers were granted the budgeted 3 sub days for collaboration. Plans for 24-25 increase these opportunities.
16) Professional Development schedule for 24-25 includes time to train, review, and refine instructional practices that support RRE in the classroom. Additionally, this will support the TUSD STEM efforts at our school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Major/Notable differences shown;
1) Sub shortages made it extremely difficult to invite teachers to participate during their prep periods.
6) Inclusion model will be further refined in 24-25.
7) Utilizing the results of the FastBridge Assessments has not been consistent. Teacher training for accessing the data has not been well attended. Of note, DNAilluminate assessment use has increased.
9), 15)Bridge and some AVID students were able to attend a college visit in 23-24. UC Merced hosted our students over 2-days.
11) College and Career Fair will continue for 24-25.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- teacher accompanied informal walkthroughs (Strategy 1) will return. These efforts will be supported with the implementation of a informal walkthrough feedback tool to communicate findings to staff.
- Special Education teachers will be included in some English 4 classes next school year thereby expanding supports for these students. (strategy 6)

- THS Instructional Leadership Team has worked with 7 teachers in conducting mini lesson studies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Safe and Equitable School Climate

Identified Need

THS continues to focus on cultivating and maintaining a positive school culture that best supports students academic/emotional/social success. The school promotes a sense of belonging and connectedness to the school in order for students to feel safe and have positive relationships. The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for SpEd students and low SES students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Chronic Absenteeism data-Aeries B. Overall Suspension Data-Aeries C. Student Expulsion Rate D. Climate and Safety Surveys from Stake Holders E. Student/Staff participation rates as tracked by 5-Star Students F. Continue to utilize and expand a Coordination of Services Team (COST) to serve at-risk students.	A. Data indicates that 30.7% of students were categorized as Chronically Absent during 22-23 SY. In 23-24 SY that number has decreased to 27.6%. B. THS has processed a total of 101 suspension incidents for SY 23-24 C. Student Expulsion Rate: > 1% D. Climate 83.00% positive rating Safety 83.30% positive rating E. Participation rate for 23-24 SY was greater than 80%. F. Monthly meetings with COST in the 23-24 SY.	A. Decrease Chronic Absenteeism by 3% for school year 24-25. B. THS will reduce the number of suspensions for 24-25 by 1%. C. Maintain low student expulsion rate, if possible. D. Maintain above 75% positive outcomes on climate and safety E. A student participation rate of 85% of greater for the 2024-25 school year as measured by 5-Star Students data. F. COST referral process to increase students receiving services by 5% in 24-25 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All stakeholder groups (parents, students, classified and certificated staff).

Strategy/Activity

1a. Survey all stakeholders, with reference to school climate, safety in school and positive student-teacher relationship.
1b. Student / Teacher Forums to obtain Stakeholder input on student-teacher relationships, safety and overall school culture.
1c. Schedule administration of surveys in such a way that results in maximum participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special emphasis on students with disabilities and low SES

Strategy/Activity

Maintain or reduce number of suspensions by continuing to expand the implementation of MTSS programs at THS. Current and future interventions within this structure include an Intervention Room to take the place of In-House suspension and the addition of a counselor to reduce caseloads and expend opportunities for behavioral interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reduce the number of chronically absent students through positive reinforcement and SARB process. COST process to be used as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for credit recovery to fulfill graduation requirements. TUSD will continue to use credit recovery programs for eligible students for credit recovery. Counselors will continue to meet one-on-one with students to present opportunities for remediation and credit recovery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with IEP and 504

Strategy/Activity

Assistant Principal to coordinate closely with relevant staff to strengthen the 504 and IEP processes at THS. These actions will allow THS to more efficiently and more successfully identify and appropriately serve students in need of academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student engagement/intervention programs and activities to support academic success and social-emotional learning for at-risk/EL students. Efforts to build academic skills and to build schoolwide culture of academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF
17500	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Effectively utilize the additional counselor on staff, Fastbridge Assessments, the additional Mental Health options, and the Peer Health Exchange to meet the growing mental health needs of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Full implementation of 5-star program to monitor participation and involvement of students. Purchase of additional hardware and software to support 5-star implementation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Creation of site signage to support instructional practices, educational goals for students, Schoolwide Learner Outcomes (SLO's), and other academic support. Includes printing, laminating, and copying costs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF
2585	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Sub-costs to cover for Assistant Principals when called away at mandated district events, in order to maintain safe security levels at the site.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student/Staff safety - City of Tracy Police at school events as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless/Foster students

Strategy/Activity

Additional school supplies for foster/homeless students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF
500	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. THS will continue to administer all the listed activities. THS will administer Partner engagement surveys more effectively in order to increase the number of partner responses. Increased responses will provide a better idea of how the various stakeholders feel about the school.
2.TUSD/THS will implement a new tardy enforcement policy in school year 2024-2025 school year as the number of tardies has grown significantly. Students are not being suspended for tardies, which has resulted in significant reduced suspensions during the intervening school years. Efforts, like intervention and more counseling, are in place to target students, and student sub-groups, who still have relatively high suspension rates.

3 Attendance maintain at near 94%. Efforts are in place to continue with Perfect attendance strategies.
4.Chronic absenteeism also saw a spike in recent years. AERIES data will continue to be used to analyze for chronic absenteeism in order to make informed decisions for student placement, credit recovery, and improving graduation rate. Addressing this issue has been included as a WASC Action Plan item for THS .

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of Special Education inclusion model continues to be refined with regular Professional Development opportunities for teachers. Efforts are made to match teacher schedules in the Master Schedule so that the same Special Education Co-teacher is paired with the same host teacher each day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While many programs and traditions remain unchanged, THS has adopted, and continues to improve, a new program of monitoring student involvement called 5-Start Students. This program will play a very large role in developing new traditions and tracking student involvement various school events and activities. The degree that this program will affect school culture is, at the time of writing, uncertain. As staff and students become more familiar with this program and its use, it is expected that significant changes to our Community Involvement/Activities programs will follow. THS has committed additional funding for student activities to engage students with the school on a more visceral level. THS will target grades nine and ten with assemblies and rallies to attempt to build school connectedness.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Educational Partner Engagement

Goal 3

Parent Engagement -All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

THS recognizes the importance and need for family engagement in school to improve overall student achievement, reduce absenteeism, and restores parents' confidence in their children's education. The greatest need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Parent Education Programs e.g. Cafecito, Class information nights, Parent Institute for Quality Education, Financial Aide Awareness, Drug Awareness, etc. B. Percentage of parents that attend Back to school night C. Percentage of parents who attended parent teacher conferences. D. Percentage of student body who engage in Community Service opportunities E. Number of Parent Volunteers .	1. Number of parents showing up to Cafecito and parent information nights. 2. No data for Percentage of parents that attend Back to school night for 23-24 school year. 3. No data Percentage of parents who attended parent teacher conferences for 23-24 school year. 4. Currently there are approximately 12 parent volunteers.	1. At least 10 parents participating in Cafecito and 60% of parents showing up to information nights as measured by attendance logs. 2. Achieve 50% parent participation at annual Back to School Night 3 Achieve 35% of parents who attended parent teacher conferences. 4. At least 50 parent volunteers participation at all events as measured by volunteer applications and one time chaperone events through Leadership.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplies and materials to support parent engagement events. Examples of these events are Cafecito, Awareness/Information nights, PIQE, Counseling outreach, scholarship awards night, etc. These programs support all student groups and site goals including academic and school culture-related goals. This activity also includes costs associated with printing and/or copying signage to support these events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
850	LCFF
3750	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By utilizing voice dialer system, social media outlets, parent liaison contacts, and hard copy flyers sent home to achieve 85% parent participation at annual Back to School Night and achieve 35% of parents who attended parent teacher conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase parent participation as chaperones at Dances; at Co-Curricular activities like Drama; Choir; Band Booster, Athletic Booster and at academic events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. Parent Liaison's translation at IEPs, 504's, and other related meetings increased parents comfort level, resulting in greater parent involvement in these and other areas.
2.Positive phone calls to parents also instituted a more involved parent, creating a Parent-Teacher team that worked in the best interest of the student.
3.The enrollment verification process in Aeries has been useful in keeping steady lines of communication open.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Monthly logs (instead of Quarterly) will be kept for Cafecito events, to see which month has highest and lowest footage; as are monthly positive communication logs to parents, and results discussed at monthly department meetings.
2. Volunteer activities will be advertised early in the year, to allow for maximum participation especially by working parents.
3. THS will look to fund a full-time parent liaison to more effectively meet the needs of at-risk students and their families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade-level standards with a focus on closing the achievement gap between all subgroups.

Goal 4

All students will demonstrate 21st century skills through technology use, across all content areas.

Identified Need

Growth and improvement in the use and implementation of technology is a critical area based on THS Mission and Vision statement. We continue look for new applications and uses for our technology base to utilize. There is an opportunity to expand access to third party software suites in order to expand student and teacher options. A need persists to continue a focus on student learning, access and equity, and 21st century skill acquisition for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Staff Technology Surveys on training needs B. Provide student instruction on use of California Colleges for grades 9-12 C. Proficient use of DNA Illuminate to better access data and inform instruction based upon formative assessment results. D. Survey students to determine technology training needs. Basic skills include email, file management, assignment submission, Aeries account. E. Computational artifacts creation as formal and/or informal assessments.	1.. Fall 2024 survey will provide baseline data 2. . 100% of 11th and 12th grade students have received some training on use of College/Career software program for career exploration and college application. 3. ELA/Math teachers have received training and ongoing support.. 4. Survey results will identify needs. Staff report basic technology needs for students. 5. Computational artifacts continue to be used is Math and Science classes as a part of the AdvanceSTEM program. .	1. . Complete Fall 2024and Spring 2025 Staff Technology needs survey . 2. Continue to expand implementation on the use of California Colleges for all students. Support students in use of California Colleges for career exploration, college readiness (A-G), and college applications 3.. Increase overall staff confidence in using DNA illuminate through targeted training. 100% of ELA/Math staff should be able to confidently access student data from platform. 4. 100% of teachers and students will be proficient in using Microsoft Teams and Office365 for instruction.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		5. Computational artifacts will be used once per semester in all Science and Math classes.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Administer Fall 2024 and Spring 2025 Staff Technology surveys, to measure growth and collect feedback regarding areas of need regarding technology training and access.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselors to provide student instructions, for students in all grades, on use of California Colleges in order to access and complete career exploration activities, college readiness (A-G) tracking, scholarship searches, college applications, and scholarship applications.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide continued and targeted training to staff on the use of DNA Illuminate and Fastbridge Assessment in order to create assessments, record assessment data, access data, analyze data, and inform instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize the Technology Support Advisor (TSA) position to develop a robust Professional development program designed to build staff competencies in using computers and associated digital platforms to create computational artifacts across disciplines. Special emphasis on providing training to help staff present students with multiple opportunities develop and master 21-st century digital skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional supplies and equipment to support instructional/educational goals across disciplines for at-risk and EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF
5000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional software licensing fees and subscriptions to support the curriculum and educational needs of at-risk and EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF
5000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology to support instruction and student activities in non-traditional classroom settings such as the Gymnasium and other large spaces.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF
6000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The staff has greatly expanded their proficiency using digital learning platforms like Microsoft Teams. Many staff members have moved beyond this basic platform and have begun to develop new instructional practices using supplemental digital tools like Nearpod and Padlet. 100% of students have a district device. Teachers continue to find ways to utilize more technology in the classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

THS teachers have begun to expand their use of technology to allow students to create computational artifacts across several disciplines. This is in line with the AdvanceSTEM initiative for TUSD. THS STEM ILT has worked with new teachers to effectively utilize vernier probeware and 3-D printers for STEM based performance tasks.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teacher input will be obtained on "How to measure the use of technology, especially the use of 21st-century skills in the classroom" and subsequent staff implementation (strategy 1). Computational artifacts will be created as assessments across disciplines, (Strategy 4).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Site Specific Goal

Goal 5

Develop a 5-year plan to systematically meet the needs as outlined in the WASC action plan from March 2023 visit.

Identified Need

Progress on the WASC Action Plan goals will be important for the school to continue to make progress towards closing the achievement gap, improving attendance and parental engagement, increasing A-G completion rates, and developing standards-aligned instructional practices and strategies across disciplines.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.Increase attendance rates especially those of chronically absent students.	This action plan item was established in March 2023. Progress will begin in 2023-2024 school year.	Develop a 5-year plan to systematically address this action plan item.
2. Improve achievement for African American and Hispanic students.	This action plan item was established in March 2023. Progress will begin in 2023-2024 school year	Develop a 5-year plan to systematically address this action plan item.
3. Increase the number of students meeting A-G requirements.	This action plan item was established in March 2023. Progress will begin in 2023-2024 school year	Develop a 5-year plan to systematically address this action plan item.
4. Increase opportunities for parental involvement and engagement.	This action plan item was established in March 2023. Progress will begin in 2023-2024 school year	Develop a 5-year plan to systematically address this action plan item.
5. Establish common practices and strategies across disciplines	This action plan item was established in March 2023. Progress will begin in 2023-2024 school year	Develop a 5-year plan to systematically address this action plan item.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collect and disaggregate data to identify academically under performing students based on grades (D and F) from previous grading period, credits, GPA, multiple F's, and standardized tests.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

WASC Focus groups will be formed for ongoing work on the action plan. Focus groups will meet two times a year during ERM time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to participate in district wide adoption of state approved curriculum and adopted materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to improve the PLC process across all subject areas through the development of curriculum maps and/or scope and sequence documents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A new WASC Action Plan was introduced in March of 2023. Staff have begun to work towards the development of a series of action plan steps designed to meet the specific goals laid out in the 2023 WASC report.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A new WASC Action Plan was introduced in March of 2023. Staff have begun to work towards the development of a series of action plan steps designed to meet the specific goals laid out in the 2023 WASC report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Action plan steps have begun to be implemented by THS Admin and staff. In late Spring of 2024, staff will meet in focus groups to begin to tabulate available evidence and to document work completed thus far.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$484,978.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$135,352.00

Subtotal of additional federal funds included for this school: $135,352.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$349,626.00

Subtotal of state or local funds included for this school: $349,626.00

Total of federal, state, and/or local funds for this school: $484,978.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Jon Waggle	Principal
Tara Nelson	Other School Staff
Jay Fishburn	Classroom Teacher
Jeanette Tober	Classroom Teacher
Steven Wichman	Other School Staff
Michelle Baptista	Parent or Community Member
Nelly Beteta	Other School Staff
Julie Van Os	Parent or Community Member
Sandy Cornwell	Parent or Community Member
Kailani Sablan	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/23/24.

Attested:



Principal, Jon Waggle on 4/13/24



SSC Chairperson, Julie Van Os on 4/23/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019